



AMERICAN JOURNAL AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXVI.

ST. LOUIS, MO., MAY 9, 1893.

No. 5.

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4. There is no opportunity to earn money at the School.

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ST. LOUIS, May 20, 1893.

AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

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ST. LOUIS, MO., MAY 9, 1893.

No. 5.

NINE Editions are Printed for the Editors, by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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SUGGESTIONS of speakers, writers, subjects and modes of proceeding are earnestly solicited from all concerned. It is manifestly impossible to communicate personally with all whose co-operation is desired, and it is therefore hoped that responses will be made without formality or delay.

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THE special advantages of our "cottages" and "tents," for caring for the people who visit the World's Fair, are clearly and specifically set forth on pages 9 and 11. Better consult them, and ask the attention of all your friends to these propositions. About one dollar a day covers the expense, you see.

YES, a loving heart is the beginning of all knowledge.

SEE page 11 for full and specific information as to new and enlarged plans of "The World's Fair Protective Entertainment Association." This page fully explains the "Bond Plan," which insures you a safe, attractive and economical place to stay while you visit the World's Fair, at a rate of about one dollar per day!

WE cannot afford to be ignorant in this country no matter what it may cost to give the people intelligence. At certain crisis human society has its enigmas; enigmas which resolve themselves into light for sages, but which the ignorant in their darkness translate into violence, barbarism and riot. The philosopher is slow to accuse. He takes into consideration the agitation caused by these great problems which can not pass without casting about them many dark shadows.

Importing Ignorance.

JOHN W. WEBER, United States Commissioner of Immigration, discussing the immigration question in Cooper Union, said among other things:

If we had in force from February 1, to November 1, 1892, an educational test of reading and writing, we would have shut out from this port of those above the age of 15 years 57,000 out of 275,000 arrivals. We would have shut out in round numbers:

289 Scandinavians out of.....	42,000
890 Germans out of.....	44,000
1,918 Irish out of.....	28,000
3,140 Austrians out of.....	18,000
4,331 Russians out of.....	22,000
6,285 Hungarians out of.....	22,000
9,750 Poles out of.....	17,000
28,279 Italians out of.....	48,000

From which it appears that the Scandinavians are the best educated among all immigrants coming to our shores from Europe. They outrank even the Germans, who are justly proud of the excellent schools of their fatherland.

This explains why the Scandinavians in this country so generally and strongly favor an educational test for intending immigrants. Illiteracy is

practically unknown in Norway, Denmark and Sweden, and the Scandinavians think that it ought to be wiped out here.

They will give unanimous and enthusiastic support to legislation the object of which is to bar out immigrants who cannot read or write. By force of habit as well as on the grounds of principle they are emphatically opposed to the business of importing ignorance.

THE people, we hope, will go to the World's Fair by the million in face of this unparalleled event—an immense promise of all benefits at once—a rage for civilization—an excess of progress—an improvement that will exceed measure and comprehension—must be placed this grave, strange, fomenting unrest of the masses. Intelligence will illuminate it, guide it, restrain it. Ignorance will blind them to its immense significance and train to hate, instead of love, and to despair instead of hope. Yes, we must educate or we must meet and pay for the consequences of ignorance.

How many souls these quiet, patient, unknown and unmentioned teachers have kindled and illuminated, made strong to do, whose virtue goes on propagating itself, increasing itself and new and invaluable combinations which will be found far-shining and great after many days.

Not for the sake of sale, but for the sake of truth, let the people go up to the "World's Fair" to see the value of intelligence and knowledge over ignorance.

LIFE is something more than mere existence—more than duration—it is fulness of being gained by generous doing.

No Geographical Education Is complete without a knowledge of the wonderful resources of North Galveston, Texas, that coming industrial city. It offers every advantage to home seekers and invalids; industrial fertility, location, climate, etc. For full particulars regarding this nature blessed spot, address the North Galveston Association, Box 963, Minneapolis, Minn.

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You see, and your friends ought to see it, too, that two good meals a day for 30 cents each, and a *furnished room*, with care, for about 40 cents a day, making a total cost of only about \$1.00 per day brings a visit to the World's Fair within the reach of all. No need of submitting to any extortion under these circumstances. See page 9.

You, and your friends too, can go to "The World's Fair" and see it all on the easy terms provided and fully explained on page 9 of this Journal. The prices for lodging in cottages or tents will be only \$3 for seven days to each person, when two persons occupy the same room. If you are to stay two weeks, the charge is only \$2.75 per week each for two persons who occupy the same room; and if you stay four weeks, the charge for two persons who occupy the same room is only \$2.50 per week, each person. This price is low enough so that we hope all can come and stay from two to four weeks, and visit not only the "World's Fair," but the city of Chicago, which is truly a "World's Wonder."

The superior location of the hotel, cottages and tents of the "World's Fair Protective Entertainment Association," south of World's Fair Grounds, out of the noise, and rush, and crush of the crowds, where you can rest quietly, sleep soundly and as much as you choose, makes this a very attractive as well as a very economical place to stay during your visit. Wise people would even be willing to pay more for all these advantages; and yet we furnish all this and two good meals and lodging for only a dollar a day. Better secure a Bond at once under these favorable terms. See page 9.

It is well to remember that the St. Louis Trust Company, with a capital and surplus of \$3,000,000, is the depository of the World's Fair Protective Entertainment Association, and also Trustee for the Bond holders.

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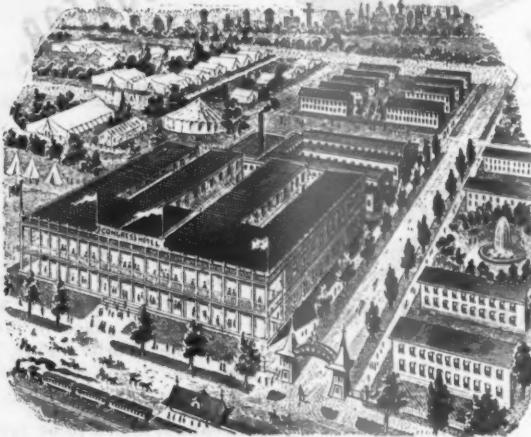
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Here is our plan with a cut of the



CONGRESS HOTEL, COTTAGES AND TENTS.

Why go up needlessly into the noise, confusion, danger and extortion of the City when at Stewart Avenue Station on the Ill. C. R. R., at West Pullman, in the City of Chicago, you can be safely, comfortably and economically cared for at "The World's Fair Protective Entertainment Association" as above at one dollar per day for your lodging and two good meals, and this too, nearer to the World's Fair Grounds than from the center of the City. We have done our full duty to the more than four hundred thousand teachers in the United States in this effort to enable them—and their friends too—to see the "greatest event" in this century.

Our teachers—who are to so large an extent, the "informing power of the people"—have scattered far and wide over the continent the fact that persons can visit the "World's Fair" and be safely and fully cared for at an expense not to exceed one dollar per day for their lodging and two good meals. If there is any person who does not know this let them be informed at once. See pages 9 and 11 of this journal.

The papers are full of accounts of extortion on the part of hotel and boarding house keepers in Chicago. We point out clearly and definitely how and where people can stay for only one dollar a day, including room and two good meals.

Look at the rates of fare at our "Congress Hotel," "Cottages" and "Tents," at Stewart Avenue Station, on the Ill. C. R. R., at West Pullman. Lodging and use of rooms and two good meals for one dollar per day, in tents or cottages.

To The Public.

WORLD'S COLUMBIAN EXPOSITION, CHICAGO, March 30, 1893.—To the Public: Because of many misrepresentations and misstatements relative to Exposition management and affairs being in circulation through the press and otherwise, both in this country and abroad, and in reply to many letters of inquiry or complaint touching the same matters, it seems advisable that some official statement regarding them should be made to the public. Therefore I respectfully ask that the widest publicity be given to the following facts:

1. The Exposition will be opened in readiness for visitors May 1.
2. An abundance of drinking water, the best supplied to any great city in the world, will be provided free to all. The report that a charge would be made for drinking water probably arose from the fact that hygeia water
- can also be had by those who may desire it at one cent a glass.
3. Ample provisions for seating will be made without charge.
4. About 1,500 toilet rooms and closets will be located at convenient points in the buildings and about the grounds, and they will be absolutely free to the public. This is as large a number in proportion to the estimated attendance as has ever been provided in any exposition. In addition to these there will also be nearly an equal number of lavatories and toilet rooms of a costly and handsome character as exhibits, for the use of which a charge of five cents will be made.
5. The admission fee of 50 cents will entitle the visitor to see and enter all the Exposition buildings, inspect the exhibits, and, in short, to see everything within the Exposition grounds, except the Esquimau Village and the reproduction of the Colorado

cliff dwellings. For these as well as for the special attractions on Midway Plaisance a small fee will be charged.

6. Imposition or extortion of any description will not be tolerated.
7. Free medical and emergency hospital service is provided on the grounds by the Exposition management.

8. The Bureau of Public Comfort will provide commodious free waiting-rooms, including spacious ladies' parlor and toilet rooms in various parts of the grounds.

H. N. HIGINBOTHAM,
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MAY not your pupil be the great future?

LET us go up to this jubilee of four centuries with the joy and glory that Columbus would feel if alive and escaped from his dungeon in Spain! He has escaped!

PROGRESS will be re-born to a new and larger life in 1893.

This enormous pendulum of civilization swinging from the darkness of the 14th century to the light, liberty and power of the 20th century—all hail 1893!

THE 19th century will finish what was begun in the 14th century to be ready for the 20th century. Let us all go up to witness the jubilee.

University Extension.

THE vitality and validity of this movement are every day becoming more and more unquestionable. Not only the publications of the "American Society for the Extension of University Teaching" and of the "University of the State of New York" show the hold this new aspect of education has taken among thoughtful people in the east, but in the west also many centers of activity are developing.

The University of Wisconsin, the Chicago University, the University of California, the Tulane University at New Orleans, these and other institutions in the west and south are already actively engaged in this new propaganda based on the universal "orthodoxy," the central tenet of which is that every human being has absolute right to the unhindered and rationally guided exercise of all his powers in the direction of unfolding those powers in fullest measure.

New York led the way in making an appropriation for the furtherance of this great work. In Kansas there has been a movement to secure like official recognition of the movement. In Wisconsin this work has grown so as to raise the same question there. It is felt more and more that this new bloom of the Tree of Knowledge is rich in its promise of spiritual fruitage, and may very properly be assumed as a normal aspect of State Education no less than of private educational enterprise.

Already there are said to be not less than two hundred centers in operation in the whole country, and it is probable that fifty thousand people at least, have, during the past winter, been pursuing studies according to this extension system.

New as it is, the movement could not be expected to be without faults—faults more or less grave indeed. But that the movement is, at bottom, one of the soundest and hopefiest of all the forms which the true spirit of humanity has ever developed, cannot be doubted by any one who has looked below the surface and seen the great heart of Truth beating at its center. It is one of the finest of all forms of obedience to the command, "Thou shalt love thy neighbor as thyself." And this leads us to notice that in the missionary spirit so conspicuous in this movement, there is clearest suggestion of a new and closer union between preaching and teaching—between the church and the school. Indeed the spirit of university extension is already stirring the churches, and clubs for the study of Literature and Science, are already actively at work within more than one parish for the benefit of those who care to keep up their studies after the usual school days; while Hull Hall, in Chicago, shows how the simple love of humanity, in which all creeds may be merged, can work successfully for the uplifting of those who, by whatever misfortune, have fallen into, or have never risen above that sphere of wretchedness where hope is dead and crime has come to seem legitimate.

Is not all this newly kindled yearning of the strong toward those who need help a fresh and most significant feature in the ceaseless "second coming" of the Son of Man, whose world-embracing commission was, and is, "to seek and to save that which was lost?" From day to day the world grows new to us because from day to day we gain new power to see.

W. M. B.

What It Aims To Do.

PROF. RICHARD G. MOULTON, in *The University Extension World*, sums up the aims of the movement as follows:

"The University Extension Movement aims at extending a *university education* through a life-time, at extending a measure of culture to all classes of society. It is the application of self-government to higher education. It is a sort of Educational Church, with lecturers, students and audiences to correspond to pastors, workers and people. It addresses itself to the same problems as the social and economic reformer, but in a different way; looking to the individuals of whom society is made up, and winning these to non-personal interests of art and science, in the confidence that among the masses will thus be produced what is already seen in favored individuals,—the type of man who loves his neighbor as himself, and the human race much more."

Possibilities of a Pedagogical Society.

Abstract of an address by Mr. William M. Bryant, of the St. Louis High School, before the St. Louis Society of Pedagogy, March 11, 1898, and on the basis of which the Society has since been re-organized.]

We meet to-day for the purpose of considering afresh the central aim of our Society, and at the outset it seems well to remind ourselves of the fact that every association of people of whatever calling or degree must, of course, presuppose a positive purpose. Such purpose may have either of three possible degrees of development. In the first place it may be merely implicit in the form of a general sentiment. Again it may be explicit but only so far as to be simply apprehended in its most general character; while finally it may be clearly present in consciousness as a purpose thoroughly comprehended and adequately formulated.

These are, in fact, but the successive stages in the development into maturity of any and every purpose by which human beings are moved to action.

A Pedagogical Society, as a matter of course, implies in its very name a definitely recognized purpose. Whether the full range of this purpose has become clearly and fully defined must depend upon a variety of conditions. But one thing could not fail to be already present to the minds of the founders of such an association; and that is that its central purpose must be the investigation of the fundamental principles of Education. And yet while the *immediate* aim is the study of, and contribution to, the Science of Education, it is equally evident that the *ultimate* aim is improvement in education as an art.

Such the general purpose. But in every science and in every art it is essential first of all that there should be clear knowledge of the real nature of that concerning which the science or the art is to be unfolded. And since man is the only being from whom education as a science can be derived, or to whom education as an art can be applied, it is evident that the central purpose of a Pedagogical Society presupposes a well-defined conviction as to the true and ultimate nature constituting the central significance of all human beings.

It is, of course, impossible here to do more than barely indicate the leading aspects of this great theme. Tradition offers one solution of this problem of man's nature, while science proposes another and apparently contradictory solution.

Tradition declares that man was created. Modern science claims to have discovered incontestable evidence that man has been evolved and that his development, alike with all other organic beings, depends upon his relation to a sum-total of con-

ditions called the environment. But these solutions, instead of being contradictory, appear on closer view to present but complementary aspects of one and the same solution. If, on the one hand, man is conceived to have been created, this necessarily presupposes a Creator perfect alike in intelligence and in power. If, on the other hand, man has been evolved, then this process of evolution presupposes a perfect order or method leading up from the simplest to the most complex degrees of existence. And since mind arises as the ultimate product in this process, so, of necessity, mind is presupposed as present in full reality at once as the guiding principle and the primal substance throughout the process. Mind can by no possibility be derived from a source which is not itself already characterized by mind. Whence it seems that the doctrine of evolution, instead of contradicting the conception of creation really presents us with a fairly credible outline of the method by which creation is forever taking place.

While we are tracing the descent of man as an animal through whatever lineage of lower forms, then, we are to bear in mind above all that man as mind can trace his descent from nothing less than the primal and perfect Mind. And this brings us to notice that there is but one type of mind conceivable, and that as a type mind is infinite. And this again amounts to saying that the normal destiny of the individual mind is to go on developing until it has fulfilled in its own individual existence this infinitely complex type. But this must mean nothing less than that in its very nature the individual mind is immortal. For in no less than infinite duration can the infinite type be brought to full realization in the individual mind.

Such, then, is the nature of man. And hence the infinite significance of the means and methods chosen to serve for the initiation of individual minds into the never-ending process of their own self-unfolding.

Can it be doubted that we have here the actual, ultimate clew by which to guide ourselves in all that pertains to education? And first of all does it not put beyond all reasonable controversy this central truth: That education consists of nothing else, and nothing less, than the continuous process of the realization of Divinity in Humanity? Evidently, too, this must take place through ceaseless self-adjustment on the part of the individual mind to the ultimate divine Mind as manifested in and through the infinitely complex and varied forms of the world, physical and spiritual. The Universe is man's environment. Arising from it, enclosed within it, individual man is ever more or less limited by it as by a foreign and relentless power. Yet, with true docility or teachableness, the individual

sooner or later derives from this self-same, all-enveloping, all-evolving power, the clew to his own true destiny, brings himself into unison therewith, and in doing so discovers that the divine secret of his relation to his environment is expressed in the charmed word, *assimilation*. It is thus that the being who at first is feeble and dependent and limited on all sides from without, attains step by step to power and independence and to that wondrous limitation from within which consists of self-differentiation of progressive self-realization in the character of divine humanity. Spontaneously man seeks for the *Reason* of things, and in doing so is really trying to find God in them as the absolute essence of them. And hence it is that the school, as the more formal aspect of education, perpetually and exclusively insists upon this spiritual and universal aspect of *things* on the one hand, and upon the universal, essential relations involved in *human society* on the other. Always in school-work particular facts are brought forward simply as *examples*, as *illustrations* of the universal aspects of the world, physical and spiritual. In truth the school aspect of education has its chief, nay its sole value, in this: That on the *intellectual* side it trains and habituates the mind of the pupil to recognize the abiding types, the changeless forms of evanescent things; that on the side of *Will* it habituates the individual to the concrete rhythm of Law as the essential form of Life, and that in respect of *Feeling* it brings the individual to love the eternal forms of things and the eternal Laws of Life.

But the chief factor in education is, above all, the *teacher*. "Give me," said Garfield, "a log hut, and in the hut a simple bench; let Mark Hopkins sit upon the one end and let me sit upon the other—give me this and you may have all the other educational appliances in the world!"

Different estimates of the teacher have indeed been formed in different ages. In ancient Greece he was a free man and held in greater or less esteem. With the dominance of Rome, teaching became the work of slaves. In the middle ages teaching came to be fused, more or less completely, with the sacred office of the clergy. In modern times, these traditions have all entered into the popular estimate rendering this sufficiently elastic for all practical purposes. And yet, doubtless, the popular estimate placed upon the teacher of to-day is determined not so much by any or all these factors out of the past, as by the fact of the sudden demand for universal education and the consequent employment of vast numbers of men and women as teachers among whom there must, at the best, inevitably be many who are far from perfectly prepared for the

(Continued on Page 8.)

ARKANSAS
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S. M. MATHEWS, Little Rock..... Editors.
J. B. MERWIN, St. Louis.....

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid?

We ought now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month as other county and state officers are paid? Don't you think so too?

The Rural School.

At least three-fourths of our people get their early training in our rural schools. Hence the following important suggestions, made in a late address by Hon. Henry Saben, of Iowa, come to be of special significance. He says:

"The teacher in the rural school may not do the same work that is done in the graded school, but she can do work equally as good; she can do it in the same spirit, she can avail herself of the love of nature, which is inborn in the child, of that self-activity of mind which is the motive power of education.

There is a wide-spread idea that the country school is inferior; if it is not a matter of necessity. It ought not to be so any longer. It is not so in many parts of the country. Let the teachers in our rural schools, avail themselves of all the means at their disposal, throw their life into their work, and the country schools can do for Iowa that which the city schools may not even hope to accomplish.

We must first know the *end* which we hope to reach, the aim which we may rightfully have in mind, and then fix upon the method to be adopted. But when we *exalt "the method"* above the end, failure is inevitable. Education consists of two things, obtaining knowledge and using knowledge. We must in our school have less to do with percentages and so-called results, and more with capacity, power to acquire, ability to retain and skill to use.

Any system which makes the promotion of children from grade to grade during the first four or five years of school life dependent upon a certain per cent., as determined by written examinations, is faulty in its construction and injurious in its results. It is not only that the flushed cheeks, the excited eye, the trembling nerve, tell that the brain is being forced to do unwonted work, but the wrong aim held up before the child is a far greater evil. An honest effort on the part of

the child is always to be commended, even though it appear to result in failure. Praise should be proportioned in accordance with the effort put forth, rather than with the success achieved."

THE California Legislature has extended school suffrage to women. California is the twenty-first State to do this. It ought to be done in every State and full suffrage is a right and a duty as much as school suffrage.

Worth Careful Consideration.

"Health shall live free."

—SHAK

We take the following extracts from a lecture by the "Dean of the Vermont Medical College," delivered at Washington, D. C., June last, and published in the "*Journal of the American Health Society.*"

We are not, of course, an adept in the science of therapeutics, and hence we do not know how much importance should be given to the following statements. They seem to be based on common sense and the closing injunction

EMPLOY HEALTH OFFICERS

seems to be particularly appropriate.

No matter what else we have in the world—if we do not have health everything is awry.

The Dean says, "We are sick because we know not how to be well; we are weak because it has never entered our minds that we might be strong.

"It is not then, let me say, physicians as now educated and employed, or medicines as now used, that will give us health. What we need is instruction, not so much of new things as new ideas of common and familiar things. Man, health, disease, are common words. They must be invested with new, or at least right meanings.

"The perfect way is science, not pseudo-science, the mere opinion of fallible men, but science, capable of demonstration like mathematics. As to the cause of disease, physicians seem to know very little, and if we say specific cause, they know almost nothing; indeed it is a question that admits of grave doubt, whether they know the specific cause of any form of disease whatever. We speak not of individuals but of the doctrines of the schools. . . . Now, if the people really knew that a certain course of life would always bring pain, sickness, or premature death, they would not pursue that course. No one purposely and understandingly injures himself. To know and understand the causes of disease and the conditions of health, is to be well.

'Self-knowledge is life-knowledge. Man is mind—whatever that may be—individualized by degrees of culture, and also by the human organism which we call the body. The body itself is not the cause of anything, it

is an effect, an instrument only for the soul. . . Now, bacilli are material, and cannot therefore be the cause of disease. Disease is always the result of the misconception of truth.

"But the schools of medicine are still searching in the material realm, with microscope and scalpel, to find the cause of disease. It is not there. It is in the mind, and to the mind we must go for final relief from sickness. Poisons may kill, but they cannot make alive; and narcotics may deaden pain, but they cannot bring health. The vital force, the healing power, is invisible. It belongs to the mind. . .

"The interests of the people are safe only in one way—in understanding. They must know for themselves. We do not advise them however to study medicine as it is to-day, but logic, philosophy, and common sense, rather. . . . Disease is a unit and has no plural. It is discomfort or uneasiness, always and everywhere. It is nothing else, and nobody is any wiser or better for the many hundreds, yea, thousands of comparatively useless terms found in medical books. . . . What more does the patient know when told he has paresis or loco-motor ataxia. . . . These terms do not reach the cause of disease; they serve one to conceal ignorance. What we want to know is the cause and cure. . . . If we, as the mental beings, do not listen to the report of the sensory nerves, we feel no pain. Culture alone will fortify the soul against disease, and fortitude belongs to mind, not to drugs. . . . Drugs teach us nothing. Doctors, also, as now educated and employed, generally teach us little. They are pill venders, prescription writers, often poisoners, not by intent directly, but by custom, by servile submission to fallible book authority. . . .

"To preserve the body in health is a religious duty. The health of the body is necessary, not only for our own happiness, but for the happiness of others. The divine art of living, and the art of healing—for the two are one, a double art—can be more profitably taught, not to a few only in medical colleges, not from a hundred volumes of books, but to all; and by use of a single volume, or at most, two or three. Truth is simple, and the healing power is always present. The Power that heals all wounds and all diseases is not some pill or powder, nor any material medicament as many suppose, but is an invisible force. . . .

"It is not yet twenty years since it was first known that the circulation of the blood is governed by sympathetic nerves. . . .

"Through them the soul—the seat of emotions—controls the circulation. This is new in science and leads properly and directly to mental healing, or didactic medicine. A healthy emotion is a remedy far better than Digitalis. . . . The doctor of the future will be the teacher as of old.

"The trout in the brook, the bird in air, or the tiger in his native haunts, never becomes infirm with age. Why should man? Is the added gift of reason the curse that follows him, and makes him an invalid and cripple? To think that is to impute folly and even malevolence to the Creator. Man was made to be well and youthful always. The work of the infinite is perfect. It is the hand of man alone that mars. . . The true cause of disease is not micro-organisms, not any germs of animal or vegetable life, nor yet any purely physical cause; but is error of thought and feeling, or a failure to understand and apply the beneficent principles of our being. The nature of disease, or disease itself, is not any sign, symptom, or appearance upon the body, but is pain or distress of mind, and this again is only the prompting of the spirit within to have us change our course; and lastly, disease can be permanently cured and effectually prevented, not by any drug or compound of drug, nor yet again by any inoculation or contamination of the blood with any virus, but by removing all cause of disease and correcting the conditions of life. And this can only be done by a universal health education. The lesson to each individual is study; and employ, not only drug doctors, but health teachers."

COLUMBUS was, in himself, as a child, the great exposition of 1893!

ALL intelligent people in this country, as well as in all other countries, know that "The World's Fair" was opened on May 1st, 1893.

ALL of the exhibits are not yet in place, but everything will be in running order by June 1st. We advise people who cannot go but once to defer their visit until about that time. Of course there is enough to see now, to compensate fully for the cost of a visit. The daily press of the country have criticised in their announcements the defects inevitable to such an undertaking, but the best products of four centuries of effort are there. Where it is at all practicable, all should arrange to visit the World's Fair.

For Health, Wealth and Pleasure.

NORTH GALVESTON, Texas, that thriving young city of the gulf region, is attracting investors and home-seekers from everywhere because of its wonderful industrial and agricultural fertility. Full information regarding this investment opportunity will be gladly forwarded free upon application to the North Galveston Association, Box 963, Minneapolis, Minn.

WE mortals, men and women, sometimes find many a disappointment between breakfast and dinner, keep back the tears and look a little pale about the lips, and in answer to inquiries, say, "Oh, nothing!" Pride helps us; and pride is not a bad thing when it only urges us to hide our own hurts—so as not to hurt others.

THE COLUMBIAN BANNER TRAIN.

THE FINEST VESTIBULED DAY TRAIN EVER RUN FROM ST. LOUIS TO CHICAGO VIA THE WABASH RAILROAD.

ST. LOUIS is at last to have a train service to Chicago which can not be surpassed in any particular by any of the New York-Chicago lines which have made so much lately of their "solid vestibuled cafe and library limiteds and specials." Like every other important advance in the direction of luxurious and expeditious travel from this city during the past decade, the new departure is to be credited to the Wabash. This enterprising and thoroughly St. Louis road was the first to introduce the popular compartment sleeping cars, the first to light its trains with Pintsch gas, the first to put on through chair and dining cars to the East, the first to establish through sleeping car lines to Boston and other distant cities, and the first to adopt every new and reliable device for the comfort and safety of its patrons. The Wabash has always set the pace for others to follow and now takes a commanding lead with its brand new vestibuled cafe and library day trains, which will begin running between St. Louis and Chicago on Monday, May 15th.

The cafe is not a buffet, but a regular restaurant on wheels, in which meals are served *a la carte*, at any time and at reasonable prices. The library is stocked with the latest standard works and the leading St. Louis and Chicago dailies, the principal illustrated weeklies, and other interesting periodicals will be kept on file. Writing desks, fully equipped with stationery of the most approved fashion, form one of the most attractive features.

The cafe and library cars come first after the locomotive, then follows the parlor car, then two new coaches for ladies, with wide seats and high backs, seating eighty people each, and last of all, the smoking car. The entire train is the very latest masterpiece of the carbuilders' art, the St. Charles Car Company having been given instructions to spare no expense to make it the handsomest and best in every particular ever constructed.

The new train will be known as "The Banner Columbian Train," and will make quicker time between St. Louis and Chicago than any competitor.

It will leave St. Louis at 9 a. m., and arrive at Dearborn Station, Chicago, at 5:15 p. m. "The Banner Limited," the popular Wabash night train, will continue to run on its present schedule, leaving St. Louis daily at 8:30 p. m., and arriving in Chicago at 7:30 a. m. Returning the Banner Columbian train will leave Chicago at 10:30 a. m., and arrive in St. Louis at 6:45 p. m.

Passengers going to the World's Fair may, if they wish, stop off at Englewood, directly west of the Ex-

position grounds, and connected with them by an electric railway. Those who go up to spend the day and those whose lodgings are near the Fair grounds will find the Englewood stop the most convenient and quickest method of reaching their destination.

A beautifully illustrative folder, containing maps, time tables, much valuable information can be had for the asking by calling at the Wabash city ticket office, southeast corner Broadway and Olive, St. Louis, where sleeping-car berths may be reserved and all desired information obtained.—*St. Louis Globe-Democrat.*

WE are glad to find in the *Educational Exchange* the following plea for the retention of Dr. Harris from President Powers, one of the most influential teachers in the South.

It is earnestly hoped that President Cleveland will re-appoint Dr. W. T. Harris as commissioner of education. His original appointment by President Harrison was eminently and conspicuously appropriate. This may be said, without reflecting in the least upon his predecessor, Col. N. H. R. Dawson, whom Alabamians delight to honor. The latter gentleman's name was not under consideration for re-appointment.

It has been said that there was no politics in the appointment of Dr. Harris, that the doctor voted in 1888 for Cleveland. It is also said that in 1892 he voted for Harrison. Be that as it may, I believe that Dr. Harris should be re-appointed. He is at the head of the educational thought of the age. He is the educational philosopher of this country. He combines with such leadership the power of executing the plans his brains devises. He, above all men, should be at the head of the Department of Education as long as he is able to work.

However much we may differ on the question of civil service reform, it does seem as though all might agree upon the propriety of keeping the department of Education above the reach of the place-seeker.

This is not written in the interest of Dr. Harris, nor is it intended to foist or keep out others. It is written in the interest of the Department of Education.

JAS. K. POWERS,
State Normal College, Florence, Ala.
We do not know a teacher of influence in the country who will not be glad to have Dr. Harris remain at the head of the Bureau of Education. It is one of the instances where the man honors the place—not the place the man.—*The School Bulletin.*

IN the "World's Fair" let the people be instructed in all the manifold comforts and discoveries thus far achieved. The best will be then for us, if we are large enough and wise enough to see it all.

Religions Compared.

Current Topics (No. 2, Chicago University Press), besides a number of other interesting and important articles, contains one by Dr. J. H. Barrows, on "The Religious Exhibit at the World's Fair." In no previous World's Fair has the subject of Religion been admitted as an explicit factor of the general "exhibit." America proposes to make a departure from this rule, and invite representatives of all religions to attend and present the best they have to offer to the world. A great congress of religions is to be held, and every faith encouraged to announce itself without restraint.

The most significant feature of this liberal proposal, is the fact that the representatives of the Christian world have at length grown so confident of the absolute superiority of Christianity over all other actual or possible creeds, that they invite, rather than avoid, the most searching, unreserved criticism and comparison on every hand.

Compare this "Inquisition" with that of the sixteenth century, and say whether the world has not moved!

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All who are interested in improving society in any way, or who might wish to secure the great riches and pleasures of a Community home for themselves, should read it. It will be sent by mail to any address, for 50 cts., by the publishers of this paper.

TEXAS.

EDITION

American Journal of Education.

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W. S. SUTTON, Houston, Texas..... Editors.
J. B. MERWIN, St. Louis.....

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid?

WE ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month as other employes of the county and State are paid?

Commentaries on the History of England, from the Earliest Times to 1866; pp. 547. By Montagu Burrows, Chichele Professor of Modern History in the University of Oxford, and Fellow of All Souls; Captain R. N.; F. S. A., etc., "Officer De L'Instruction Publique," France. Published by William Blackwood & Sons, Edinburgh and London, 1893.

It is only in the century now closing that what has been called the "historical sense" has come into clear focus. It is for this reason that during this century so much of the best talent of the world of letters has been attracted to the field of history. With the development of the true scientific spirit, it became evident at length that the perspective of events had been seized in the human world no less imperfectly than in the world of nature. In both worlds, then, the accounts hitherto given must undergo complete revision. The sense of Law, of Order, of Rhythm, of Continuity in the midst of all variety—all this expressed, (if also sometimes obscured) in that charmed word "evolution," gave to history, both "natural" and human, so new a meaning that all inquiring minds set to work upon a method which seemed wholly new, and which has come to be distinctively known as the "Historical Method."

The volume before us is a fine specimen of the results of labor performed in this new spirit. In choosing the form in which to indicate his theme, Prof. Burrows warns us that he is not merely retelling the oft-told tale of England's growth as a nation. On the contrary, his work pre-supposes familiarity with the main outlines of that story, and especially in its newly discovered characters as set forth in works represented by those of Freeman and Green.

Assuming the details to be already known, then, Prof. Burrows proceeds to unfold what appear to him the central, vital factors in the development of English national life. And while he recognizes that politics, religion, social life and literature are the "four great landmarks which define civilization," his book yet proceeds substantially upon the assumption of the English statesman who declared that "there are two things worth talking of—Politics and Religion." These "Commentaries," in fact, trace out, with steady aim, these two fundamental aspects of England's life. These aspects are, indeed, complementary. The one is the spirit of social independence working itself out into concrete form through prolonged struggle for rational, political life; the other is the spirit of religious independence unfolding into reality through intellectual emancipation. And these are but reciprocals of the concrete unity called *Freedom*. Such is our inference from a rapid glance through the book.

We may note in passing that the interesting figures of Anselm and Thomas-a-Becket are exhibited in a truer perspective than that in which they are usually seen, and that a milder light is cast on the character and reign both James I and that of George III than we have been accustomed to.

On a few points of inference we cannot wholly agree with Prof. Burrows, as, for example, on the Partition Poland, and on the "benefits" of a national debt.

We cannot, of course, follow the author in detail, though neither can we forbear noting the intimations throughout the book of a clearly-defined faith in the *imperial destiny of England* (the author is a "Captain R. N."). This is a fascinating theme to which we may return hereafter. The limits of the present notice forbid our adding more than a word of hearty commendation of Prof. Burrows' *Commentaries* to all students of English History.

W. M. B.

Continued from page 5.

right performance of the teacher's sacred task.

Who, indeed, whether in or out of the profession, really comprehends to the full how sacred this task is? And yet we are in the midst of a deep-reaching movement that can only be properly described as an *Educational Revival*. And already we are beginning to discern with greater clearness what it is to be a *trainer of human souls*. We are beginning to realize that day after day the work of the teacher is to lead groping minds into always clear and ever stronger light. And this light consists in the precise representation of more and more complex aspects of that divine Energy which is ever giving proof of its eternal qualities in all the swiftly unfolding, swiftly vanishing forms of the outer world, and still more in the slowly unfolding but never vanishing soul of man. We are coming to understand, however imperfectly, that the very substance of the teacher's task consists in aiding his pupils to see God's thought in the world, to will God's will in their own lives and thus to bring them to actually experience, in whatever rudimental measure, the joy of the divine Life. Surely this creed is set forth in the eternal laws of quantity in the universal types of the organic world, in the very forms of human speech, and in the changeless principles that underlie all human conduct!

But who of us is equal to such infinitely delicate and complex task? And once conscious of our insufficiency, who of us can let pass a moment without some effort tending toward greater fitness for such weighty work? Assuredly no one can doubt that the highest type of the teacher can be realized in no other way than through fullest, sincerest devotion, and ceaseless utmost self-improvement. And this brings us again to note the immeasurably vital significance of association as a means to the unfolding of individual life. Here indeed the "environment" of the individual is, above all, the immediate *human world*. And the more fully developed human life becomes, only by so much the more does the individual's environment prove to be of a plastic nature. That is, association becomes more and more voluntary. Or, to use the Darwinian phrase, "natural selection" appears here, but in a light wholly new. For in the unfolding of the higher "nature" of man, "natural" selection proves to be deliberate and rational mutual selection, the "selection" here depending upon a common interest and consisting in voluntary association for mutual advantage.

It is the discovery of the deeper import of combination and of the vastly extended possibilities of benefits to be derived through combination—this it is that so strikingly characterizes

our modern time. About this nucleus hover all modern millennial dreams. About this nucleus, too, revolve all the most successful movements of today in every field of activity. In the commercial world, in the political world, in the religious world, everywhere the charmed word is, combination, unification, the merging of merely particular interests in the universal welfare. We are actually and in all seriousness setting about the realization of that splendid vision of a world in which each works for all, and this in the clear assurance that in such case it cannot fail that all will ceaselessly work together for the boundless benefit of each. *The world is mine when I give myself to the world; but when I hold myself aloof from the world then am I poor indeed.*

That is coming to be our modern creed. And in the ultimate unfolding of this creed it is plain that the whole significance and value of the social organism must come more and more to show its richest fruits in each and every individual, such individuals constituting the actual, infinitely complex, everywhere-present center of them all. And in these latter times this creed is throwing open the gate-ways that have hitherto closed-in the academic world. The university is suddenly moved by an impulse of infinite expansion. No human being shall be without at least the opportunity of fullest spiritual development. The whole world seems on the point of

turning itself into one great school. Education promises at length to be universally recognized as the highest and ultimately all-engrossing occupation of the human race.

Only so much the higher, then, in the face of all this, must be the demands made upon the teacher. And only so much the more indispensable is it that all teachers who would belong to the living Present and not to the lifeless Past, shall seize upon and make fullest use of the newly developed means of mutual improvement.

Not new, but newly-developed! In itself association is, of course, as old as the race of man. What is new is the discovery of the vast increase in quantity and in quality of result to be attained by means of association for the purpose of definitely organized and persistent work upon some vital theme chosen from one or other of the great fields of human inquiry.

And in the school system of a great city what possibilities of improvement through such associations! From a thousand teachers how many groups might be drawn together by a common and ever-deepening love of knowledge! Of course such groups should be formed by purely voluntary association, and the work should be done under leaders chosen by the several groups. Of course, too, the purpose is not amusement, but substantial, mental growth on the part of

each of the members. For this reason the whole theme should be mapped out so as to present an organic whole and the topics assigned in the order of their organic relationship. *Let every member work.* The work of the leader will be, first of all, to map out the chosen theme, and secondly, to emphasize from session to session the central lines of significance and organic relation between the topics, as these are dealt with one after the other by individual members. For the leader to assume the attitude of a lecturer in such group must inevitably defeat the very purpose for which the group is organized.

And as for the themes suitable to such work, these should be chosen from the great central themes forming the sum and substance of all educational work. These themes are: Science, Literature, History, Art. And here, it need hardly be said, the best should be chosen from the best.

On the other hand in no case should the theme be chosen from any immediate phase of school-room work. The teacher, like the lawyer, like the physician, like the preacher, must be times look steadfastly away from the details of his work, and interest himself in the great fundamental principles of human activity, and must bring himself to appreciate the central products attained in other fields if he would really attain to utmost fitness for his own task. And in no other way can so much be done toward widening the view and enriching the life of the teacher as in this way of regulated work in a group of kindred minds upon properly chosen themes. And now of all this work on the part of teachers in a city school system the *Pedagogical Society* is the natural center, and should be the constant inspiration. This society would, as a matter of course, contain all the leaders of special groups and also the more active and earnest members of such groups. It would be the common focus of enthusiasm where the finest results of all the activity throughout the corps could be brought together for more general appreciation. Nevertheless there is here a vital distinction that cannot be safely ignored. As its name implies, a Pedagogical Society must restrict itself mainly to themes within the range of the Science of Education, properly speaking.

At the same time, no greater mistake could be made than to suppose that the Science of Education consists in accounts of empirical procedures in this or that particular branch of instruction. Method, in its concrete significance, is the order and manner in which a conscious unit of energy manifests itself. It is, in fact, the formal aspect of the process of the whole unit, including all its characteristics. And for this reason it is impossible that precisely the same method in all its details could be profitably employed by any two per-

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sons. If, in its chief characteristics, the method is universal, yet, in its concrete development it must be from within outward and take special form and character from the individuality of the teacher.

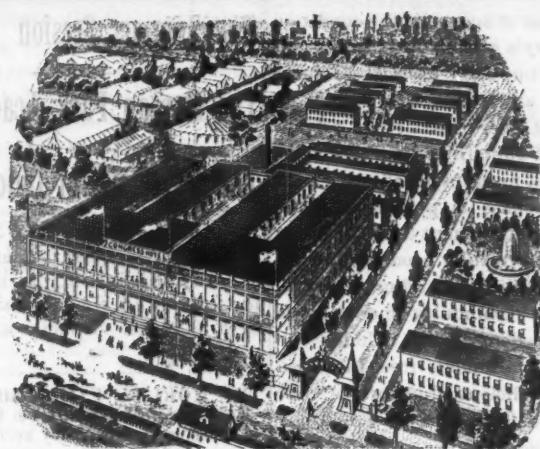
Evidently, then, any discussion of method beyond the essential universal principals involved must be wholly without profit. With a richly unfolding mind the teacher, like the representative of any other profession, will grasp principles easily and securely, and will spontaneously develop characteristic methods in the course of his or her actual work.

Education as a science, then, including all its aspects, physical and moral as well as intellectual, must be the field of the chief work of the Pedagogical Society. And once more we come to the central fact of the nature of man as the being to be educated. It is this fact that must be kept constantly in view in any real science of education. And in its more immediate aspect the fact of the nature of man as the being to be educated can be comprehended only through the development of the science of Psychology. It is this science after all that constitutes at once the basis and the inner substance of the Science of Education.

Evidently, then, the Pedagogical Society constitutes the nucleus of all activity specifically undertaken for the sake of all self-improvement on the part of a large corps of teachers, and it is equally evident that from the membership of such a society there ought to be formed a group, or rather several groups, for the purpose of the most thorough-going study of Psychology in all its bearings, empirical and rational. An infinite theme, infinitely fascinating! that of the human mind in its fundamental aspects of Intelligence and Feeling and Will and with its wondrously delicate organic medium, the nervous system!

In all this, combination, association! With the majority, or even a goodly minority of the teachers in the schools of a great city thus banded together in concerted efforts for self-improvement, the whole system could not fail to be thoroughly revived, its methods greatly improved and the finest human qualities on the part alike of pupils and of teachers brought into far freer and fuller development.

The opinion advanced by Mr. Anton Seidl, in a recent interview in the New York Post, serves to show how high a place is accorded to "The MacKaye Spectatorium" production by the leading orchestra director of the country. Mr. Seidl is quoted as saying: "Here," (referring to "The MacKaye Spectatorium") "will be realized what Wagner dreamed of." Clouds, sunsets, storms and other phenomena of nature which will be displayed in this production will surpass anything ever witnessed at Bayreuth. For instance the rainbow in 'Rheingold,' which at Bayreuth was a failure, will here be a marvel of scenic accomplishment." He expressed a belief that this enterprise would lead to a grand American Bayreuth Festival, which would be the delight and pride of the music-loving people of the New World.



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Stewart Avenue, Chicago, Ills.

Station on the Illinois Central R. R. at West Pullman.

"To study where I well may dine,"
—SHAK.

And stay

Safely and economically
With my friends while
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Rates in Cottages or Tents.

WHEN you realize that "The World's Fair Protective Entertainment Association" will furnish rooms in cottages or tents for \$3 for each person, for seven days; and good meals for 30 cents each meal—then people who wish to visit the World's Fair in Chicago, to see the World's Fair, and not to spend money, feel that this organization "solves the problem" of their being able to attend. Two good meals a day for 30 cents each, and a furnished room, with care, for about 40 cents a day, making a total cost of only about \$1.00 per day brings a visit to the World's Fair within the reach of all.

People can go and see it all on these easy terms. The prices for lodging in cottages or tents will be only \$3 for seven days to each person, when two persons occupy the same room. If you are to stay two weeks, the charge is only \$2.75 per week each for two persons who occupy the same room; and if you stay four weeks, the charge for two persons who occupy the same room is only \$2.50 per week, each person. This price is low enough, so that we hope all can come and stay from two to four weeks.

Single meals for each person, 30 cents, and cafe and lunch counters

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Consists in a knowledge of real values and a shrewdness in grasping opportunities. North Galveston, Texas, offers one of the safest and most profitable investments there is. Its resources, climate, location, give it a natural pre-eminence among all the cities of the gulf region, and it is rapidly becoming a veritable metropolis. If you desire to know more of this nature blessed town, address the North Galveston Association, Box 963, Minneapolis, Minn.

will be provided where those who desire to do so, can be accommodated with lunches. But it should be distinctly understood and stated, clearly and definitely, that all obligations incurred and all contracts made, previous to this date, will be carried out and fulfilled to the letter, with those who have engaged accommodations in tents before the scope and plan of the Association was enlarged, so as to include the cottages and hotel.

Circulars will be sent, fully explaining the advantages of the "Bond Plan," by application to J. B. Merwin, managing editor AMERICAN JOURNAL OF EDUCATION.

REMEMBER that the St. Louis Trust Company, with a capital and surplus of \$3,000,000, is the depository of the Association, and also Trustee for the Bond holders.

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—SHAK.

YOU see at a glance the superior location of the hotel cottages and tents of the "World's Fair Protective Entertainment Association." South of the World's Fair Grounds, out of the noise, and rush, and crush, of the crowds, where you can rest quietly, sleep soundly, and as much as you choose. Wise people would even be willing to pay more for all these advantages; and yet we furnish all this and two good meals and lodgings for only a dollar a day. Better secure a Bond at once under these favorable terms.

The fact is, that those who secure entertainment at these "beautiful grounds," as they are properly designated by Prof. A. G. Lane, Supt. of Schools in Chicago, and President of the National Educational Association, will avoid the inevitable delays and the crush and the crowds from the center of the city, and the vexatious delays from the opening bridges and in tunnels.

They will be sure of seats going to and coming from the World's Fair Grounds after the fatigues of the day. The encampment grounds, covered by natural forest trees, laid out in regular blocks with streets and Portland cement side-walks, city system of sewerage, an abundant supply of city (lake) water, and lighted by electricity—all combined to make this the most desirable location for this great National gathering that could have been selected in the city of Chicago.

Wise people will avail themselves of all these attractions and economical advantages.

North Galveston, Texas.

THE city realty and fruit lands of North Galveston offer a splendid, sure paying investment for that "saved up rainy day penny" of yours. The North Galveston Association, Box 963, Minneapolis, Minn., will gladly mail you reading matter concerning this coming industrial city of the gulf.

GRAND temples are built of small stones—and great lives are made up of small events.

ILLINOIS
EDITION
American Journal of Education.
\$1.50 per year in advance.

E. N. ANDREWS, Chicago, Editors.
J. B. MERWIN, St. Louis,

THIS plan of both cottages and tents and these rates of only *one dollar a day*, "solves the problem completely for those who wish to see the World's Fair" in the most economical manner, and will enable thousands to prolong their visit, we hope, from two to four weeks, and other thousands to come—who but for these low rates could not come.

Prices for lodging in cottages or tents, where two persons occupy the same room, amount to *only \$3.00, \$2.75 and \$2.50* per week of seven days, for each person. See page 11 for full particulars.

A Change Coming.

HON. HENRY SABIN, in a late address says:

"A change is coming over the whole aspect of the teacher's life. It is a like change which comes over the sky just before dawn. Some one says, 'Teaching is not possible if an inspector is coming to count the bricks made to order.' But teaching is not possible if the teacher has no higher ambition than to make bricks. Child nature is only human nature in its purest form. The teacher must recognize this fact and act upon it. Children must be treated as children. It is nothing against a boy that he hates books and loves fun. If he is wide awake and honest, his fun is perhaps the best part of him. Get hold of him on that side and you will have control of him, try him on the book side alone and you drive him out of school, or render his schooling useless."

"I have great respect for the boy part of the boy. It is not always against him that he is attracted by remunerative work. The school-master complains because the boy leaves school to drive a delivery wagon. Yet some one must drive the wagon or the school-master will have *no dinner!*"

"The point for the skillful teacher to reach is the personal consciousness, the inner sense of the child, not holding up to him a lofty ideal of some one, a something outside of himself, but endeavoring to make him that ideal to himself; to form within him that type of a perfect man which is

"The one immortal thing
Beneath time's changeful sky."

WHAT an immeasurable vision this to look over from the darkness of the 14th century into the light, knowledge and power of the 20th century. It is upon us. Are we ready for it?

FREEDOM of access, is the condition of a library's greatest usefulness. No restraints but such as will preserve the books and equalize the right of use should ever restrict the advantages of a Public Library. The classes which most need its benefits are least able to purchase its privileges. It is of the highest moment that the forces which so powerfully promote the intellectual refinement and moral elevation of the community should have perfect freedom to act. Under our form of government, free Libraries are highly efficient educators of that popular intelligence upon which our public order and social welfare so greatly depend.

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NATURE's blessings go in spots, and North Galveston, Texas, certainly came in for a large share of her bounty. Nowhere else are superior agricultural and manufacturing resources so admirably combined with the delights of a mild and healthful climate. Particulars regarding investment in this industrial city will be gladly mailed upon application to the North Galveston Association, Box 973, Minneapolis, Minn.

We are indebted to Mr. Clarence E. Young, Assistant Secretary "The World's Congress Auxiliary," for a general programme of the series of World's Congresses to be held at Chicago in connection with the World's Columbian Exposition of 1893.

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JNO. B. HARRIS, Proprietor, KUTAW, ALA. Box 58.

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Without a VISIT
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All Through Trains
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SEE page 11 for full and specific information as to new and enlarged plans of "The World's Fair Protective Entertainment Association." This page fully explains the "Bond Plan," which insures you a safe, attractive and economical place to stay while you visit the World's Fair.

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Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS, all around the Room,

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

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Prof. A. B. CRUMP, of Pine Bluff, Arkansas, in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

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LOUISIANA

EDITION

American Journal of Education.

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HENRY E. CHAMBERS, New Orleans | Editors
J. B. MERWIN, St. Louis.....ARE the funds *on hand*,— and sufficient to pay the teachers each month as other State and county officers are paid?

WE OUGHT now, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

YES, it is fatiguing to climb, it is so much easier to admire and consort with medocritics, but it is fatal. Let us remember that.

COLUMBUS turned over the leaf to a grand new page and opened for you and for me the book of destiny. Let us read it aright.

EVERY great idea must have a visible enfolding. The "World's Fair" is the illustration and enfolding of the idea of Columbus in discovering a new world. Let us go up together and celebrate the jubilee.

Do not allow the grandeur of "The Worlds Fair" to escape us.

Do not let us measure the grandeur of the "Worlds Fair" by the purblind sight of moles. We need to look at it with the far-searching, far-reaching eye of the eagle.

THE BOND PLAN FOR COTTAGES OR TENTS.

THE special advantages of the Bond Plan is, that it *insures* to each holder all the advantages of "The World's Fair Protective Entertainment Association," no matter what the pressure may be for accommodations. The St. Louis Trust Company, with a capital and surplus of \$3,000,000, has been appointed trustee for the Bond Holders, and will receive the proceeds from the sale of said Bonds and pay over the same to said Association, only on the certified vouchers, of the World's Fair Protective Entertainment Association, that said accommodations are provided.

These Bonds, as you observe, are issued in *three* denominations.The \$6.00 Bond pays for one room, with accommodations for two persons **one week.**The \$11.00 Bond pays for one room, with accommodations for two persons **two weeks.**The \$20.00 Bond pays for one room with accommodations for two persons **four weeks.**

Explanation—Suppose you decide to spend one week at the World's Fair, arriving in Chicago June 12. You look for June 12 to June 18 in the one-week series of Bonds, and find that June 12 to 18 is in the 7th series. You then send to us draft or money order for a \$6.00 Bond. Stating that you want a one-week Bond, *7th Series*, June 12 to 18, and we will send the Bond to you *Registered* by return mail.

Send by draft, money order, or registered letter. Make your draft or money order payable only to the St. Louis Trust Co., St. Louis, Mo. Use same form or method in selecting any other date or any other series of Bonds. Remember that

The **\$6.00** Bond pays for one room with accommodation for TWO persons **one week.**The **\$11.00** Bond pays for one room with accomodations for TWO persons **two weeks.**The **\$20.00** Bond pays for one room with accommodations for TWO persons **four weeks.**

Do not disturb the children, if they are listening to an interior voice. It may teach them greater things than they get out of the printed text-book.

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BIG PAY for vacation work right in our own county. Exclusive territory. No book canvassing. For terms and particulars address Work and Play Publishing Co., East 9th St., (Y. M. C. A. Bldg.) Kansas City, Mo.

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Any further information or explanation will be given promptly with pleasure. All bonds are transferable. Please to select *early* your Bond from any of the following dates or series and send in your orders.

26 SERIES OF ONE WEEK, \$6.00 BOND.

Each series of bonds are numbered from 1 to 2,000.

1st Series	May	1st to May	7th, both inclusive.	No. 1 to 2,000.
2nd "	"	8th "	14th,	" "
3rd "	"	15th "	21st,	" "
4th "	"	22nd "	28th,	" "
5th "	"	29th "	June 4th,	" "
6th "	June	5th "	11th,	" "
7th "	"	12th "	18th,	" "
8th "	"	19th "	25th,	" "
9th "	"	26th "	July 2nd,	" "
10th "	July	3rd "	9th,	" "
11th "	"	10th "	16th,	" "
12th "	"	17th "	23rd,	" "
13th "	"	24th "	30th,	" "
14th "	"	31st "	Aug. 6th,	" "
15th "	Aug.	7th "	13th,	" "
16th "	"	14th "	20th,	" "
17th "	"	21st "	27th,	" "
18th "	"	28th "	Sept. 3rd,	" "
19th "	Sept.	4th "	10th,	" "
20th "	"	11th "	17th,	" "
21st "	"	18th "	24th,	" "
22nd "	"	25th "	Oct. 1st,	" "
23rd "	Oct.	2nd "	8th,	" "
24th "	"	9th "	15th,	" "
25th "	"	16th "	22nd,	" "
26th "	"	23rd "	29th,	" "

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3rd "	"	31st "	June 13th,	" "
4th "	"	June 14th "	27th,	" "
5th "	"	28th "	July 11th,	" "
6th "	"	July 12th "	25th,	" "
7th "	"	26th "	Aug. 8th,	" "
8th "	"	Aug. 9th "	22nd,	" "
9th "	"	23rd "	Sept. 5th,	" "
10th "	"	Sept. 6th "	19th,	" "
11th "	"	20th "	Oct. 3rd,	" "
12th "	"	Oct. 4th "	17th,	" "
13th "	"	18th "	Oct. 31st,	" "

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1st Series	from May	10th to June	6th, both inclusive.	No. 1 to 2,000.
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3rd "	"	July 5th "	Aug. 1st,	" "
4th "	"	Aug. 2nd "	29th,	" "
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These bonds are issued in series, as to time and price, so as to accommodate all, and are good for day and date, as stipulated therein. Purchasers who wish to secure certain specified dates, should order bonds at once, covering those dates. Address

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Cottages have been erected so that those who prefer cottage accommodation to tent accommodations can secure them without extra cost, or at a rate of *one dollar per day*. See page 11.

Of course, all will be "guests" of the "New Congress Hotel," and all will be entitled to the privileges of the lectures and entertainments in the Auditorium.

We should remember, as teachers, that our pupils do not stop when we stop. They go on into the new great life of humanity.

Instructive Books,

Full of investment lore, descriptive of the wonderful industrial city, North Galveston Texas, mailed free. You will learn from them of the safest and most profitable investment on the present day market—North Galveston city realty and fruit lands. If you've a few dollars which await a good investment, address the North Galveston Association, Box 963, Minneapolis, Minn.



THIS year, 1893, is to be made by "The World's Fair" grander than all the rest of the century.

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J. W. MARTIN, Jackson Editors.
J. B. MERWIN, St. Louis

ARE the funds on hand,—and sufficient to pay the teachers each month as other State and county officers are paid? This should be looked after and provided for in all the States without further delay.

WE OUGHT to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and State officers are paid in every State in the Union, and as fast as practical, we should provide for longer school terms so that the children would not lose during the long vacation, the most that they are taught while they attend school during the short terms.

The Nicaragua Canal.

A LECTURE BEFORE THE ALABAMA NORMAL COLLEGE AT FLORENCE.

[For the American Journal of Education.]

REV. J. H. BRYSON, D. D., of Huntsville, Ala., lectured before the faculty and students of the State Normal College, April 4th, on this important subject. The college chapel was packed with an appreciative audience.

Dr. Bryson's lecture was illustrated by means of several large and handsome maps. In every respect the lecture was charming and entertaining.

This was the sixth of a series of lectures inaugurated by President Jas. K. Powers, for the benefit of the college and city. The following gentlemen have appeared in the order named:

Thomas Nelson Page, Readings.

John Temple Groves, The Reign of the Demagogue.

Ex-Gov. "Bob" Taylor, The Fiddle and the Bow.

Dr. B. Filbeck, Conversation as a Fine Art.

Mr. William Garrett Brown, The Genesis of the Southern Confederacy.

"ALABAMA."

PROF. J. W. WOODWARD, of Greensburg, Ky., says truly that "our government exists for the culture of her citizens, and the friends of education should harmonize their plans, and take up the aggressive."

It is worth while to let the people know, that for one dollar per day, they can be safely and splendidly cared for while they visit "The World's Fair," at Chicago. See page 11.

IT does not take long, if you look on page 11, to convince you that you can be safely and splendidly lodged and furnished two good meals at a cost of one dollar.

THE name of J. A. B. Lovett, Ph. D., President of Blount College, Blountsville, Ala., has been placed on the program for an address before the educators of this and other countries, at our auditorium in the World's Fair Protective Entertainment Association. Dr. Lovett's name is familiar to the educators of this country. He is one of the best educational organizers in the land; and as a leader in educational affairs, his name is a synonym of success. In honoring Dr. Lovett with a prominent place on the program, the committee have honored themselves and the cause they represent. Dr. Lovett's theme will be, "Ancient and Modern Methods of Astronomical Research," in which he will exhibit the "Steloscope," a new astronomical instrument of his own invention.

"Home and School," from Lexington, Ky., Alex. L. Peterman, editor, is one of the strongest, spiciest, most independent advocates of better schools, better compensation and longer school terms, which comes to our sanctum. It gives a man more backbone than a glass of genuine "old Kentucky bourbon," if all reports as to "Kentucky bourbon" are true. We speak rather more from heresy, than from practical knowledge, so far as the "old bourbon" is concerned, however. We wish the teachers of Kentucky would circulate 100,000 copies of this paper among the tax-payers of the State. It would open their eyes, and the coat to the teachers would come back to them many times over.

State Supt. Ed. Peter Thompson has a large number of faithful, effective helpers in the great work he is doing for Kentucky. Prof. J. J. Dickey, member of the State Board of Education, edits the Jackson *Hustler*; Superintendent Emmert, of Monroe, the Tompkinsville *Enterprise*; Superintendent Ewing, of Cumberland, the Burkesville *Herald*; Superintendent Gullion, of Carroll, the Carrollton *Democrat*; and Superintendent Glenn, of Hopkins, the Madisonville *Hustler*. These five papers exercise a great influence in favor of better schools.

INTELLIGENCE may not give us equal distribution, but it will help to give us equitable distribution. This is what the people want, an equitable distribution of earnings and profits. They will get it only when they become intelligent enough to legislate for themselves instead of having as now corporation counsels legislating for them.

EVERY machine is an idea clothed upon and dressed up by mind-power. Is not the mind which conceives more than this one product? Is it not worth more? We think so.

A writer in *Harper's Magazine* lately uttered a note of warning to young men to wake up and cultivate themselves, or their sisters would not deign to look down far enough to know them

New Books.

A book of unusual interest for thoughtful people is well on in the process of making, and may be expected shortly. It has to do with that remarkable bloom of philosophic thought which has come to be known as New England Transcendentalism. And this is the movement represented above all by Emerson—the movement in which for the first time in America the plummet of human thought was fearlessly cast into the depths of existence in hope of finding the true measure of human life.

Closely associated with Emerson, and moved by the same lofty purpose, was A. Bronson Alcott. And in the forthcoming volume an extended chapter, by Dr. Wm. T. Harris, will deal with "The Philosophy of Bronson Alcott and the Transcendentalists." Running through the chapter, and constituting by no means the least interesting part of it, is the thread of Dr. Harris' own personal reminiscence. By means of this thread the reader will be able to see clearly the practical workings of a vital aspect of philosophy, then so new in America, though so old in the world. He will be able to see how this aspect of philosophy was specially suited to serve, first as a means of emancipation from the superficial, materialistic forms of thought then prevalent in both England and America, and secondly as the natural introduction to the still more adequate and thorough-going system of thought of which to-day Dr. Harris himself stands as the unquestioned chief representative on this side the Atlantic.

We shall return to this theme as soon as the promised volume makes its appearance.

W. M. B.

A General History for Colleges and High Schools. pp. 759. By P. V. N. Myers, A.M., Professor of History and Political Economy in the University of Cincinnati. Author of "Ancient History," "Medieval and Modern History," etc. Boston and London, Ginn & Co., 1892.

We know of but one other outline of General History worthy of comparison with this work, and that is Mr. Freeman's general sketch. In the latter the vital points are seized and articulated with a precision possible only to a great master of the subject. To the clearness and due proportion of Mr. Freeman Prof. Myers has evidently sought to add—and has succeeded in adding—a fine flavor of interest, rendering his book really attractive to the general reader. So that with nearly double the matter contained in Freeman's sketch, it is yet probable that the average student will be able to handle Prof. Myers' book with greater ease and with more positive results. Freeman's sketch is admirable as a *text* where the teacher is an adept in history, and has a veritable genius for teaching this subject. We believe that for nine out of ten of the teachers actually engaged in the teaching of general history, Prof. Myers' book will prove the more effective instrument. We ought to add that the publishers have done their work well, and have added very materially to the value of the book by generously furnishing it with maps specially suited to render clear the geographical aspect of history at its various epochs. A large number of other illustrations are also given—not merely to catch the eye, but giving valuable aid to the historical imagination.

The School Review: a Journal of Secondary Education. Edited by J. G. Schurman, President of Cornell University. Published by Cornell University, Ithaca, N. Y.

Dr. Schurman's capacity for work seems to be well nigh boundless. He has organized the Sage School of Philosophy, and takes an active part in its practical working. He is President of Cornell University. He is editor of *The Philosophical Review*. He is editor of *The School Review*. Either of these might well occupy the time of any man of ordinary capacity. All these functions he not only performs, but performs each as if it were his special, exclusive, chosen field.

The School Review takes high rank among the few publications devoted to secondary education. And the work done is so much the more valuable, as the whole scheme of Secondary Education is now in transition state, and specially needs guidance from those in position to survey calmly the whole field of education, and thus to apprehend more clearly the precise functions of institutions standing midway between the district school and the university (as now commonly organized to include the higher academic training). *The School Review* was born in January, and has, within its first four numbers, presented many articles of special interest and high value. The spirit of the *Review* may be gathered from the editor's article on "The Outlook for the Curriculum," in the February number and the spirit of

the article may be inferred from the following phrase used in the article as expressive of the purpose of education: "Not for this or that function, but for manhood, simply." Nothing sounder could be conceived. It is the core of the whole matter.

The Review is published monthly (10 months) at \$1.50 for the year.

In the April *Century*, the last of "The Letters of Two Brothers"—General and Senator Sherman—will be of striking interest, since they give an intimate account of the relations between General Grant and General Sherman after the war, including the trouble between President Johnson and General Grant, involving General Sherman, and Grant's candidacy for the Presidency.

The University Extension World. A Monthly Journal for Extending and Popularizing Higher Education, under the official direction of the University Extension Department of the University of Chicago. Edited by George Henderson and Edward Bensley, with a corps of able associates.

This journal is another of the new publications from the University Press of Chicago (D. C. Heath & Co., Directors.) The April number presents an article on "Fundamental Principles of University Extension," by Jesse D. Montgomery, Honorary Secretary, Exeter Centre, England. The article emphasizes the significance of "spontaneity" as the test of vitality in any movement, and presents proofs of the spontaneous character of the University Extension Movement. Among other articles of interest, that by J. J. Findlay, on "University Extension and the Problem of Secondary Training," is well worthy of careful reading, as suggesting ways by which a higher grade of efficiency in the average teacher in secondary schools might be secured.

The editorial notes, together with "Talks with Lecturers," by Prof. Moulton, are full of valuable suggestions, while attention is drawn to a vital aspect of the subject (with wide open doors for abuse of terms) under the heading, "University Extension Nomenclature."

Readers interested in the general subject will do well to consult *The University Extension World*. The price is \$1.00 a year.

Mrs. FRANCIS HODSON BURNETT tells, in the EXHIBITION NUMBER of *Scribner's*, why she came to America in her childhood. The reminiscences are illustrated by R. B. Birch, who helped to make "Little Lord Fauntleroy" famous.

W. D. HOWELLS contributes to the EXHIBITION NUMBER of *Scribner's* some charming reminiscences of his boyhood in his father's printing office in Ohio. It will be illustrated with ten drawings by A. B. Frost.

The Pedagogical Seminary for March, 1893, presents the following table of contents: (1) Editorial; (2) A Scheme of Classification for Child-Study, by William H. Burnham; (3) Feelings and Ideas of Sex in Children, by Prof. Earl Barnes; (4) Individual Differences in the Imagination of Children, by Wm. H. Burnham; (5) The Physical Education of Woman, by Prof. A. Morse; (6) Mirror Writing and Left-handedness; (7) Literature; and (8) Notes.

In his editorial, Dr. Hall, as usual, gives a summary view of the field covered by the contents of the number. And this number alone, in which special prominence is given to the natural history of childhood, "contains digests of some 17,000 pages of carefully selected and recent educational literature," which digests are "largely chips from our topical seminary work at Clark University."

Of the articles named, doubtless the one on "Imagination in Children" will prove of most significance and value to the majority of teachers, while often the digests of books will stimulate desire to possess the books of which the mere summary unfolds so many points of interest. We repeat, what we have already said in former references to this publication, that every really earnest teacher ought to have access to the *Pedagogical Seminary*. Dr. Hall intimates a hope of being able shortly to add to Clark University an "ideal school for young children" wherein the results of investigation thus far made can be further vitalized, and thus more perfectly illustrated, through actual application of them in the school-room—the teachers in such case to be the best available in native ability, in training and in experience. Such model school would go far toward making Clark University the educational Mecca of America.

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RIGHT must more and more enter into law, and when right makes itself law, it becomes absolute.

"EACH of these degrees—father, mother, child, school, city, country, humanity—is one of the rungs in the ladder which leads to God."

INTELLIGENCE such as we generate in all our schools will make every mind toil for you, every water-fall, every magnetic effluence. The whole globe has a subterranean network of veins; there is in this network a prodigious circulation of water, oil, fire. Pierce those veins; make this water feed your fountains, this oil your lamps, this fire your hearths, its bread feed all humanity.

THE possible always realizes itself, if only we know enough. Still it is necessary to seize it, to put the yoke of the real upon it, to frame it in the actual. The abstract idea must transform itself into the concrete; what it loses in beauty it will gain in usefulness; all we need is more intelligence.

To whom do the children belong? First to the father who engenders, then to the mother who gives birth, then to the master who teaches, then to the city that civilizes, then to the country which is the mother supreme, then to humanity, who is the great ancestor and for whom they must be trained, not only to live, but to die for, if necessary.

RIGHT and duty are parallel; taxes must be proportional and progressive; a leveling up—not down—without deviation; and above the whole, making part of all, that straight line, the law.

INTELLIGENCE is not an abstraction. It teaches all the law that two and two make four. When we have given to each the share which belongs to him it still remains to give the share which does not belong to him. What are we to understand by that? We are to understand the immense reciprocal concession which each owes to all, and which all owe to each, and which is the whole of social life.

If we but have the eyes to see, we may know that grand events are sketching themselves. Behind this visible work of our teachers stands the invisible. One conceals the other. The visible work seems crude and simple, the invisible sublime. It is strange and beautiful. It has been necessary to make use of the materials of the past. Beneath a scaffolding of ignorance, selfishness and barbarism, a temple of civilization is building.

THE SILVER MEDAL AND DIPLOMA OF MERIT.

"With commendation from great potentates."—SHAK.

We have before stated the fact that "The International Jury of Awards" of the World's Fair, at Paris, decreed "a Diploma of Merit, and a Silver Medal to the AMERICAN JOURNAL OF EDUCATION, at St. Louis, Mo., U. S. A." The Medal and Diploma were sent to us, officially, through the State Department at Washington, D. C. The following illustrations show, in reduced size, a fac-simile of both sides of the Medal received:



Republique Francaise,
Ministerie du Commerce, d'Industrie, et des Colonies,
Exposition Universelle de 1889.

Le Jury International des Recompenses.

Decerne une Diplome de
Medaille d'Argent

To the "AMERICAN JOURNAL OF EDUCATION."

Revue Publique par J. B. Merwin, a St. Louis,
(Missouri) Etats Unis.

Groupe II, Classe 6.

Le Directeur General

De l' Exploitation.

[Signed] Georges Berger.

Le President du Conseil

Commissaire General.

[Signed] P. Tirard.

The *St. Louis Republic* made editorial mention of the reception of the Medal and Diploma of Merit, as follows:

"The *American Journal of Education* publishes a fac-simile of the Silver Medal it recently received through our State Department from the Government of France. The Medal, valuable in itself as a work of art, is more valuable in that it expresses the decision of the Award Committee of the French Universal Exposition that this St. Louis journal stands at the head of its class in America. The city is much in debt to Mr. J. B. Merwin and his able associates for the credit it thus secures for the high standard of its educational work, but much more in debt for the work that entitles it to the credit."

St. Louis Truth [and we value these pleasant words all the more highly because spoken by *Truth* to its thousands of readers] has this to say of the Diploma of Merit and the Silver Medal awarded by the "Exposition Universelle," sent us through the State Department at Washington, D. C.:

"It is not often that St. Louis has such a tribute paid to literary genius, as that recently awarded to J. B. Merwin, editor of the *American Journal of Education*. Through the State Department at Washington a Silver Medal, and Diploma of Merit, have been sent by the French Republic. Mr. Wm. M. Bryant and Mr. Schuyler, of the St. Louis High School, have both given able criticisms upon the special and peculiar excellence of the artistic work the diploma exhibits. The large silver medal is handsomely engraved on both sides, expressing symbolically the merits of the Journal."

We quote, without any betrayal of confidence, we trust, the following from United States Senator, Hon. F. M. Cockrell, as a sample one, from many private letters of congratulation received:

"SENATE CHAMBER, WASHINGTON, D. C.,

"March 6th, 1892.

"My Dear Mr. Merwin:—

"I was much gratified to learn through the papers that you had received, through the State Department, though somewhat tardily, the Diploma of Merit, and the Silver Medal, decreed to the *American Journal of Education* by the International Jury of Awards at the Paris Exposition. I congratulate you most heartily upon this well merited recognition of your effective work in the West and South for the last quarter of a century.

"Sincerely yours,
"F. M. COCKRELL."

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Can we not unite now and make the compensation an even \$50 per month as a minimum, in all the States? We can afford, with our growing wealth, to do this now. In fact, we cannot afford not to do this, for this would insure competent teachers for nearly all our country schools.

We publish lengthy extracts, and yet all too brief, of the admirable and exhaustive address of Prof. Wm. M. Bryant, of the St. Louis High School, on the possibilities of a Pedagogical Society. This able paper will command the attention of those interested abroad as well as at home.

THE catalogue of Washington University, St. Louis, will be sent on application to Geo. M. Bartlett, Secretary. Examinations for entrance to "The Manual Training School" will be held June 8, from 9 till 8 o'clock, and Sept. 18.

American Journal of Education.**BUSINESS DEPARTMENT.****Wabash World's Fair Rates.**

Beginning Tuesday, April 25, and continuing until October 31, 1893, World's Fair tickets to Chicago and return will be on sale at the Wabash ticket offices, southeast corner Broadway and Olive street and Union Depot, at \$12, good for return passage until November 15, 1893.

Special one way tickets will be sold during the same period at \$6.50.

Round and single trip tickets will be sold during the same period to Kansas City at the same rates; to St. Joseph at \$13.50 for the round trip and \$7.15 one way; to Council Bluffs and Omaha at \$17 for the round trip and \$9 one way, with return limit on round trip tickets same as to Chicago.

All tickets are good for continuous passage only in either direction.

New and elegant vestibuled trains, specially prepared for World's Fair traffic, will run day and night over the Wabash.

A Text-Book on Geometry. Revised Edition. By G. A. Wentworth, A.M., Professor of Mathematics in Phillips Exeter Academy, Boston, Ginn & Co.

This book is admirable for the precision and adequacy of its definitions, and for the clearness, compactness and finish of its demonstrations. In these respects the effect is heightened through the extended use of abbreviations, constituting an approximate geometrical short hand.

The work gives in complete outline the elements of geometry, both plane and solid—the latter including solids of curved as well as of plane surfaces, and culminating in a simple treatment of the fundamental properties of conic sections.

The last edition was issued in 1888, and deserves the wide use to which it has been put. Along with this has come, inevitably, a slight dimness of type, due to wear of the plates (*e. g.*, first line of demonstration, p. 282).

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A STRIKING pastel by Robert Blum, entitled, "A Daughter of Japan," has been most accurately reproduced, in color, as the frontispiece for the EXHIBITION NUMBER of *Scribner's*.

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It is said, with a good deal of truth too, that bare walls, hard, uncomfortable, unhealthy and ill-constructed seats, do not tend to draw children in large numbers, or inspire much enthusiasm either on the part of pupils or instructors. It pays to give the teacher "tools to work with," maps, globes, charts, a dictionary and blackboards, and your children a comfortable, properly constructed seat to sit upon six hours in the day. Their health and progress both demand these necessary things.

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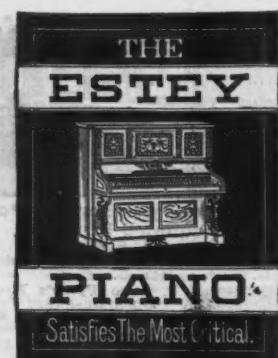
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